INTERPRETING TEST DATA:

Full Scale IQ (or Composite or General Ability)—this is generally considered the best estimate of ability as it takes into consideration the total performance of the student. This includes tests of Verbal ability and Nonverbal ability, as well as measures of memory, processing speed, etc. Sometimes, when there is a great (16 points) difference between verbal and nonverbal scores, the higher scoring type of ability is interpreted as a better measure of learning potential. This is more common with students with specific learning disabilities.

• Verbal IQ, Verbal Comprehension or similar—this is a subset of tests combined to give an indication of the student's ability to process verbal information. Significantly higher scores in this area may be interpreted to indicate a preferred verbal or auditory learning style. Such students might do better when instructions are given orally, listening to information on tapes, etc.

On the Wechsler Adult Intelligence Scale (WAIS-III) the verbal scale consists of tasks that require a verbal response and include answering questions, describing similarities between objects, completing mathematical problems, and defining words. Verbal skills are usually thought of a "product of past learning" using both home and school learning experiences. These skills are verbal and language in nature and involve what is typically thought of as an auditory-vocal (listening and talking) channel of learning.

• Nonverbal IQ, Performance, Perceptual Reasoning, Spatial or similar—this is a subset of tests combined to give an indication of the student's ability to process visual information. Significantly higher scores in this area may be interpreted to indicate a preferred visual learning style. Such students might do better when shown how to complete a task or when instructions are printed, or when given flowcharts, etc.

The WAIS-III consists of responses requiring visual motor and problem solving skills and includes completing putting blocks together to match a pattern, matching symbols to numbers in a written task, and arranging pictures in sequential order.

• Working memory or executive functioning—newer IQ tests are suggesting skills or weaknesses in the ability to hold information in working memory while a student reorganizes and responds to the task. Students who have ADHD often have poor working memory. Executive functioning refers to the abilities that a good secretary would demonstrate—organization, time management, etc. Students who have ADHD often have poor executive functioning skills.

• Processing speed—these subtests often check a student's ability to mentally process visual information with some motor response. Scanning for words in

a dictionary or telephone book, quickly copying numbers to a calculator or completing data entry would be similar job-related tasks.

NORMATIVE SCORES

Percentile ranks indicate the percentage of people or scores that occur at or below a given raw score.

Example: a percentile rank of 84 means that the student scored as well as or better than 84% of their classmates/age mates on the test. Look for NP (national percentile) on group achievement tests.

Standard scores are derived scores that have a predetermined mean and standard deviation.

Scaled scores—May be seen on MDT results—typically subtest or subscale scores, for example, subtests of IQ tests (e.g., Vocabulary).

Standard deviation requirements are seen in NE Rule 51 verification formulas for SLD, SLI, or MH. In the SLD formula, a discrepancy of 1.3 standard deviations is the same as 20 standard score points.

Developmental scores are age equivalents (AE) or grade equivalents (GE). The +-age equivalent means that a student's raw score is the average performance for that age group (i.e.,7-1 for 7 years, 1 month). The grade equivalent means that a student's raw score is the average performance for a particular grade (i.e., 7.1 for 7th grade, 1st month). The score merely means that the student has correctly answered as many questions as the average of students that age or grade. It does not mean the student has performed as a 7-year-old (or 7th grader) would. These are easily and frequently misinterpreted.

Stanine scores are a method of scaling test scores on a nine-point standard scale with a mean of five (5) and a standard deviation of two (2).

T-Score - T-scores are standardized scores on each dimension for each type. A score of 50 represents the mean. A difference of 10 from the mean indicates a difference of one standard deviation. Thus, a score of 60 is one standard deviation above the mean, while a score of 30 is two standard deviations below the mean.